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ABSTRACT

This study examines whether and how the experiences of children of Caribbean heritage in school in Britain differ from those of their classmates. Chapter 1 summarizes the research that justifies concern about the academic achievement of children of Caribbean heritage. Chapter 2 discusses the research theories that attempt to explain underachievement for these children. Chapters 3 through 7 describe a research project carried out in 5 primary classrooms in 1992, focusing on 25 students of Caribbean heritage with a range of abilities, personal attributes, and home background. Chapter 8 considers racism in action, and Chapter 9 suggests new ways of promoting the achievement of children of Caribbean heritage. The traditional focus on one "macro" variable to explain underachievement must give way to a realistic theory that recognizes that factors influencing achievement can be positive as well as negative including home, student, and school variables. (Contains 14 tables, 7 figures, and 106 references.) (SLD)

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